

SIG Application Checklist

Required Components

The following components must be included as part of the application. Check or initial by each component, and include this form in the application package. These forms can be downloaded at <http://www.cde.ca.gov/sp/sw/t1/regsig09rfa.asp>. Please compile the application packet in the order provided below.

Include this completed checklist in the application packet

☒ Form 1 Application Cover Sheet
(Must be signed in **blue ink** by the LEA Superintendent or Designee)

☒ Form 2 Collaborative Signatures
(Must be signed in **blue ink** by the appropriate personnel at each school selected for participation and by the LEA Superintendent or Designee)

☒ Form 3 Narrative Response

☒ Form 4a LEA Projected Budget

☒ Form 4b School Projected Budget

☒ Form 5a LEA Budget Narrative

☒ Form 5b School Budget Narrative

☒ Form 6 General Assurances
Drug Free Workplace Certification
Lobbying Certification
Debarment and Suspension Certification

☒ Form 7 Sub-grant Conditions and Assurances (three pages)

☒ Form 8 Waivers Requested

☒ Form 9 Schools to Be Served Chart

☒ Form 10 Implementation Chart for a Tier I or Tier II School


☒ Form 11 Implementation Chart for a Tier III School, (if applicable)

APPLICATION RECEIPT DEADLINE**September 1, 2010, 4 p.m.**

Submit to:

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.

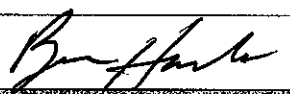
County Name: Contra Costa County		County/District Code: 0761796
Local Educational Agency (LEA) Name West Contra Costa Unified School District		LEA NCES Number: 0632550
LEA Address 1108 Bissell Avenue		Total Grant Amount Requested \$1.3 Million/Year (\$4 Million/3 Years)
City Richmond, CA	Zip Code 94801	
Name of Primary Grant Coordinator Nia Rashidchi		Grant Coordinator Title Assistant Superintendent, Educational Services
Telephone Number 510-231-1130	Fax Number 510-620-2183	E-mail Address nrashidchi@wccusd.net
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Nia Rashidchi		Telephone Number 510-231-1130
Superintendent or Designee Signature 		Date August 31, 2010

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.


[illegible]

SIG Form 2--Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
0761796	West Contra Costa Unified School District	Bruce Harter	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	West Contra Costa Unified School District
Authorized Executive:	Nia Rashidchi
Signature of Authorized Executive	

SIG Form 3 – Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements, B. Narrative Response Requirements* on page 18 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Response: Lincoln school staff, parents, and the Teaching and Learning Cabinet central office staff conducted a thorough analysis of a variety of data in order to determine what the next steps were for the Lincoln community to move forward to meet the academic, social, and emotional needs of Lincoln students at an accelerated rate.

The data review included the Academic Program Survey (APS), the District Assistance Survey (DAS), the English Learner Subgroup Self-Assessment (ELSSA), local reading language arts, math, and EL benchmarks, and Dibels assessments.

The **APS** is a tool that is used to help determine if a school is providing a coherent instructional program. It assesses if and at what level the 9 Essential Program Components (EPCs) are in place at a school. Our DAIT provider led our teachers and principals through a process of examining the EPCs, clarifying meanings about certain components, independently scoring our current practice, and then tallying total results.

Resulting APS Areas of Need - The areas of need were readily identified based on the low scores that certain elements of the survey received: Instructional materials for RLA and math intervention is severely lacking; additional instructional time for students is needed for RLA and math intervention; teacher/principal professional development and ongoing coaching in RLA and math adopted programs is critical, and allocating sufficient teacher collaboration time to strategically discuss student progress, plan standards-based, culturally responsive instruction and make data-based decisions of action are all areas of prioritization.

The **DAS** is designed to guide local educational agencies (LEAs) and their technical assistance providers in assessing the nature and alignment of district operations and the district's capacity to support a rigorous and multi-tiered instructional system at all schools and for all students. The DAS is organized around seven broad areas of district work:

- 1) Governance, 2) Alignment of Curriculum, Instruction, and Assessments to State Standards, 3) Fiscal Operations, 4) Parent and Community Involvement , 5) Human Resources, 6) Data Systems/Data Analysis/Ongoing Monitoring, and 7) Professional Development

Teaching and Learning Cabinet, principals, and parents conducted independent DAS analysis and scoring processes. Our DAIT provider led our Cabinet members, principals, and parents through 3 separate processes of examining the DAS, clarifying meanings about the 7 components, independently scoring our current practice, and then tallying total results.

Resulting DAS Areas of Need:

Within the **Standards-based curriculum section**, the areas of concern are the lack of effective interventions being implemented, and the lack of an ongoing assessment system to measure progress of students in intervention programs, especially math intervention.

Within the **Human Resources section**, the concerns included students in greatest need are not receiving instruction from the most effective teachers; underperforming schools typically have less staffing stability, and teachers have not been encouraged to become teacher leaders through incentive/performance pay.

Within the **Professional Development section**, the concerns included teachers needing more time to collaborate and calibrate on implementation of training received; lack of substitutes interrupt attending PD sessions; there is a lack of accountability for implementing elements of attended training, there is also a general sense that PD offerings must be streamlined in order to focus on prioritized areas and allow for true implementation of adopted programs.

Within the **Parent and Community Involvement section**, there was an overall consensus that parents have generally favorable perceptions of our schools. Still, there are several ongoing concerns: schools lack sufficient and timely communication about student performance/grade level readiness and accountability, and parents are not consistently/frequently invited to the table to share their assets, skills, and knowledge as a contributing partner to the success of our district kids.

Within the **Data Systems section**, the concerns include inconsistent teacher administration of the benchmarks and site monitoring of progress; frequency of benchmarking needs to be increased to accurately know where students are performing and how to address the areas of need, and alignment of curriculum, benchmarks, and pacing guides for math must be improved.

The **English Learner Subgroup Self Assessment (ELSSA)** is a tool for LEAs to analyze outcomes and program services for the English Learner (EL) subgroup. WCCUSD is in Title III Year 2 Improvement status.

The ELSSA helps LEAs to focus on the attainment of linguistic and academic standards for students in the EL subgroup as well as to identify potential issues regarding instructional programs for ELs by:

1. Assembling data and program information that are available either online or at the LEA on EL student performance; and on implementation of those elements of the LEA plan that address EL students.

2. Presenting assembled data for analysis and providing survey items for the LEA to rate itself on key dimensions. This information serves as another data source, along with the Academic Program Survey (APS) and District Assistance Survey (DAS) to discern the strengths and weaknesses of the current LEA plan's effectiveness with EL students.

Resulting ELSSA Areas of Need: Areas of concern include there is a lack of sufficient time for RLA interventions and ELD instruction; too many English Learners receiving special education services (the numbers are disproportional), and of the limited time available for collaboration, very little of it is focused on EL issues.

Local Process Overview:

Each WCCUSD school uses a process called Cycle of Inquiry three times per year. At Lincoln school, the principal, teachers, literacy coach and other support staff administered the third round of our local benchmark assessments for the school year. Using our Edusoft system, we scanned the assessments and received immediate feedback on how our students performed in RLA, Math and ELD.

In addition, the faculty and staff has been analyzing monthly discipline referral data disaggregated by offense, gender, ethnicity and grade level in order to determine how we can better serve our students in terms of a safe and engaging school environment.

Teachers and the principal initially reviewed the data independently and in their grade level team collaboration meetings. Then the principal set up academic conferences with individual teachers and grade levels. The initial academic conferences were held with grade level teams and were focused on reading and math data and setting up intervention groups and targeting at risk students in the classroom and with intervention groups. The next set of academic conferences was held with individual teachers or in grade level groups to discuss reading intervention students' assessment results and regular classroom practices (including tier 1 instruction and intervention instruction during the day and after school) needed to support students at risk. The final set of academic conferences were held with individual teachers and were based on the benchmark test results for benchmarks #1-3 (Reading/ Language Arts, Math, ELD & Writing) and the weighted standards based tests for English Language Arts and Math. We also discussed individual teacher's total student discipline referrals for the 2009-2010 school year.

Local Assessment, Analysis and Conclusions:

At the beginning of the school year, during weekly collaboration time, grade level teams compared district mandated pacing guides for Reading Language Arts and Math to tiered targeted grade level standards. Pacing guides were realigned at Lincoln for each grade level in order to support strong first teaching of targeted grade level standards using district adopted curricular materials. In addition, all grade levels' daily schedules were blocked to align their instructional minutes (meeting state requirements). This alignment provided support from the learning center and support staff for daily leveled intervention blocking for ELD, reading language arts and math.

During the academic conference conversations and as a result of data analysis of explicit skills, later in the school year (December 2009), learning center staff, classroom teachers and administration concluded that although students were regrouped twice a week in intervention groups based on academic levels to meet academic needs for reading language arts and twice a week for math, students in the lowest groups were not making substantial enough progress to be able to reach benchmark or grade level proficiency. As a result of these data based conversations, students were regrouped for reading/language arts interventions four times per week for grades K-2, and the students began making more substantial progress in reading.

As we analyzed academic results for students in intervention groups for reading language arts and math, we noticed that students were not getting strong first instruction in many of the target grade level standards. Grade level teams and vertical teams (one member from each grade level), used weekly collaboration time to plan tier one targeted standards based instruction, sharing strategies, activities and creating common assessments to show mastery. As a staff, we had several professional development sessions on strengthening tier 1 instruction for reading language arts, ELD and math. We identified four focus strategies (1. Daily agendas posted. 2. Target standards based objectives in student friendly language posted for each lesson. 3. Structured partner work occurring throughout lessons. 4. Use of frame sentences incorporating academic language for student oral responses.) that all teachers were mandated to implement in their rooms during daily instruction and provided all staff with weekly administrative walkthrough results to monitor the percent of classrooms where these strategies were in place.

After analyzing benchmark results, staff and administration felt that the 2009-2010 WCCUSD benchmark tests did not provide adequate comparable data on students' mastery of similar standards. The staff opted to test the most crucial standards several times a year in order to show progressive mastery of power standards. In addition, we concluded that providing a weighted test of all the grade level standards three times per year would give the teachers useful data for planning and instruction in small groups. For the 2010-2011 school year, Lincoln faculty will administer local grade level benchmark tests based on weighted, tiered target reading language arts and math grade level standards in order to more specifically track, monitor and intervene for students not mastering key grade level standards. These local benchmark tests will be administered at minimum three times per year, beginning early in the fall in order to allow more time for intervention planning and meeting the needs of students not making progress.

As we reviewed data by grade level during academic conferencing, we found that grade level teams who regularly planned together for instruction, created final assessments or exit slips based on target standards based goals, and articulated this process regularly to students and families had better benchmark results (more students at the proficient level or at least approaching proficient). As a result of this finding, all Lincoln teachers had professional development on how to track individual student's mastery of target grade level standards, as well as overall class mastery of target standards. Students throughout grades 2-6 were given their own standards mastery tracking charts, so that they could

keep track of which standards they had mastered (using exit slip and grade level test results) with a score of 80% or more. Individual teachers posted standard mastery charts in their classrooms to display target standards and the percent of students in the class that had mastered them (meeting the goal of 80% mastery for each standard).

In analyzing student discipline referrals as a whole group each month, staff determined that teachers needed to standardize rules and procedures in classrooms. We established 5 classroom rules for all classrooms at Lincoln Elementary School, in addition to the BEST behavior matrix that delineates safe, responsible and respectful behavior for all areas of the school. We also analyzed discipline referrals regularly as a group, including the type of infraction and where the infraction had occurred. This helped the staff to identify school wide procedures to review with their whole class and those procedures or teacher behaviors that needed to be modified to ensure student safety and engagement with school. Repeat offenders were tagged with numbers throughout the discipline discussions. Support services being offered to each student were analyzed in case more support was needed (i.e., Success Contracts, Student Study Team (SST) meeting with parents, counseling services, Learning Center or other intervention, modified recess or PE schedules, etc.). Grade level and individual analysis of discipline referrals gave teachers data on which to base classroom and grade level modifications needed. Individual consultations with teachers regarding discipline data for their class throughout the year gave way to conversations regarding instructional techniques, pacing and classroom systems for management.

NCLB PI/Restructuring Status: Lincoln Elementary is a schoolwide Title I school that has been in program improvement since September of 2003. It has been in Year 5 Restructuring for 3 years. We have had 5 other demographically similar schools exit program improvement status. So we have models inside our district of what it takes to successfully make change that will academically accelerate traditionally under-served students. Over the years, we have tried to replicate at Lincoln what these other schools have done around improving instruction, enhancing climate/culture, and involving/partnering/empowering parents and students.

While there is a small amount of improvement, a majority of the students' needs are still not being met. Lincoln's last 3-year AYP average proficiency rates are ELA = 18.6% and Math = 27.2%. Their API growth number is 625.

Change is not happening fast enough, and students are being left behind. We must do something strategically and substantially different to meet the needs of Lincoln students, accelerate their learning, and put them on a pathway for college-readiness and success.

We believe the turnaround model and all the components that we are planning to implement at Lincoln under this model will be the catalyst to critical change and advance outcomes for the students at the school.

ii. Selection of Intervention Models

Response: The West Contra Costa Unified School District has selected the "Turn Around" intervention model for Lincoln Elementary School with implementation beginning in the summer of 2010. The District will fully implement this model for the 2010-11, 2011-12, and 2012-13 school years and until the Lincoln API reaches a minimum of 800. As noted in the needs analysis, Lincoln has been in program improvement for the past seven years and in 'restructuring' for the past three. The principal was replaced for the 2008-09 school year with a charge of fully implementing the restructuring plan that was in place at the time. The results were not encouraging. What the research on teaching has established is that the quality of teaching is by far the most important factor in increasing student learning. Recent experimental studies¹ have demonstrated that even with intensive professional development, some teachers are unable to substantially increase learning results.

The district worked closely with one of our key External Support providers, *Teach for America*, to determine that the "Turn Around" intervention model was the model to implement at Lincoln. Over the past four years, the District has determined that teachers provided by Teach For America (TFA) create greater learning gains for students at the tested grades and subjects than either other first and second year teachers in the District or the average of the gain scores for veteran teachers in WCCUSD.²

The "Turn Around" model offers the greatest opportunity to replace less effective teachers who do not meet the competencies approved by the WCCUSD board of education with more highly effective teachers who do meet the competencies and who will create the conditions for substantially improved student learning at Lincoln.

One of the strengths of the partnership with Teach For America will be the inclusion of all Lincoln staff in the rich professional development that Teach for America provides. This professional development includes using data to make on-going instructional decisions to increase the likelihood that learning will occur, as well as training components for differentiating instructional practices for diverse learners. While not all of the teachers at Lincoln will be Teach for America teachers or Teach for America alumni, all will operate within the Teach for America framework as described in Farr's *Teaching as Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap*.

The "Turn Around" model was selected because it provides the best fit for the needs at Lincoln Elementary School.

¹ The "Middle School Mathematics Professional Development Impact Study," which was released in April 2010, is the second major experimental study by the U.S. Department of Education's Institute of Education Sciences to find that a high-quality professional development program failed to translate into any dramatic improvements in student learning. A two-year study of efforts to improve teachers' instructional skills in early reading reached a similar conclusion in 2008.

² Gain scores are determined by comparing the performance levels of individual students tested in two consecutive years.

Although the two other elementary schools closest to Lincoln, Peres Elementary and Nystrom Elementary, are both performing at much higher levels, neither school has the physical capacity to absorb Lincoln students. So, school closure was not a viable option. The conversion to a charter model was considered and rejected. An elementary charter school, Richmond College Prep, opened for kindergarteners in 2006, has grown to include pre-K through 4th grades, and is geographically close to Lincoln. However, despite significant additional resources, the charter is not performing at the API level of Nystrom and falls significantly below the API at Peres.

The "Transformation" model was rejected based on several key information analyses:

1) The Transformation model will require modifications to the current negotiated agreement that go beyond a Memorandum of Understanding (MOU); 2) The school community perceives the Transformation Model as an extension of the current federal NCLB "Other Major Restructuring," and as such would have far less chance of substantially improving student learning; 3) Teach For America was prepared to partner with the District around the Turn Around model, and 4) **The research on the impact of teaching and professional development led the District to conclude that the Turn Around model would be much more likely to bring about substantially improved learning for Lincoln students than any of the other models.**

Lincoln Elementary is the only state-identified Tier I persistently lowest-achieving school within the West Contra Costa Unified School District. **So, we are serving all our Tier I schools.** But two other schools in WCCUSD have been identified as among the Tier II lowest achieving schools in the state. Those schools are Helms Middle School and DeAnza High School. While the District is not applying for SIG funding for Helms or DeAnza for 2010-11, the District will apply for SIG funding in the 2011-12 school year for both schools.

But we are starting the planning process now and taking action immediately. The District has replaced both the Helms principal and the DeAnza principal, as well as the entire administrative teams for the 2010-11 school year. As soon as the new principals begin working (early August), both schools will be engaged in strategic planning to submit a comprehensive SIG grant application for implementation in 2011-12. Helms and DeAnza have about 900 students each – or are almost three times as large as Lincoln Elementary. Implementing the Turn Around model at those schools will be much more challenging for the District since displaced teachers will have to be assigned to other schools. Yet, the District's initial planning for the 2011-12 school will begin with the assumption that the intervention model at both Helms Middle and DeAnza High will be the Turn Around model.

iii. Demonstration of Capacity to Implement Selected Intervention Models

Response: Lincoln Elementary School is a 100% Title One funded urban elementary located in downtown Richmond's Iron Triangle neighborhood. Renovation of the school that included new construction, as well as refurbishing parts of the existing building was completed in 2005. Lincoln Elementary is a preK – 6 school with total enrollment of approximately 455 students, and 100% of the students are students of color (80% Latino, 17% African-American, 2% Filipino and 1% Asian). All students receive free school breakfast and lunch through the federal school meal program, and 100% of our families qualify as socio-economically disadvantaged. Over 80% of the student population at Lincoln Elementary School speaks English as a Second Language, and 75% of the students are designated English Learners. In addition to limited English proficiency,

many of the students and families at Lincoln come to the school with issues and challenges to both their academic and social development that are byproducts of urban American life. The recent economic crisis has had a profound impact on our community with a 36% unemployment rate amongst males and a 73% decrease in median sales price per house. There are currently 129 foreclosed homes in the Iron Traingle neighborhood alone. Richmond is presently ranked as the 3rd most dangerous city in California with 5.33% of the population affected by property crime and 1.19% personally affected by violent crime.

We believe that the following strategies, actions, and activities will make a significant difference for Lincoln students in moving them to high levels of proficiency across the curriculum, as well as preparing them for life-long success.

Establish Schedules and Implement Strategies that Provide Increased Learning Time

EXTENDED YEAR

The 2010-2011 school year will begin early for Lincoln Elementary School. A 3-week extended school year will take place at Lincoln beginning August 3rd prior to the start of the traditional WCCUSD school year. Based on the final benchmark scores from 2009-2010 and kindergarten pre-assessments to be administered in June 2010, 50% of students from each 2010-2011 class (an estimated 222 students), will be asked to attend summer extended year at Lincoln. Students will be placed with their 2010- 2011 classroom teacher with a focus on filling academic gaps (reading, math and English Language Development) based on those final benchmarks results. In addition, teachers will frontload tiered targeted grade level standards for the new school year. Students who attend the extended year program will also have an opportunity to learn all classroom routines and procedures for the upcoming year. This will result in increased self-esteem for traditionally low-performing students once the regular school year begins and the rest of the students arrive at school. These students will be able to use the skills developed over the 3-week extended year to support other students new to the classroom and/or school on learning the rules of the class and culture of the school.

EXTENDED SCHOOL DAY

During the traditional school year, all students at Lincoln Elementary School will attend school for an additional hour. In his 2006 study, "Intensive Reading Interventions For Struggling Readers in Early Elementary School", Joseph K. Torgesen of the Florida Center for Reading Research found that intervention for students was shown to be most successful (students making most gains toward grade level proficiency) if three criterion were met: 1) structured targeted academic focus 2) small group instruction, and 3) frequency of intervention group instructional time. Bearing stated research in mind, an additional hour will provide time for students to have structured RLA and math intervention classes (based on academic need) four times a week in reduced groups, in addition to 90 minutes of daily math grade level instruction and 90 minutes of reading language arts instruction (see attached daily schedule sample for all grades).

In addition to the extended school day for 2010-2011, Lincoln Elementary will continue to provide an academic and enrichment based after school program for 15 hours per week. Approximately

100 Lincoln students will spend the first hour of the afterschool program doing their homework under the guidance of a credentialed teacher at their grade level after having a healthy snack provided by the WCCUSD food services program. Following the homework time, students will have enrichment classes and activities including team sports, art classes, music, performing arts and yoga.

INSTRUCTIONAL SERVICES SUPPORT MODEL

An Instructional Services Support model will continue to be implemented at Lincoln Elementary School for 2010-2011. The support model will allow the Resource Program teacher to serve special education and non-special education students (who test at the far below basic level in reading) in our learning center, focusing on reading and language arts instruction, to address targeted academic deficits. The schedule for the learning center will be coordinated with daily reading intervention groups at each grade level in order to target the lowest performing students in reading in the learning center and reduce group size for all reading intervention groups at the grade level during intervention time. In addition, we plan to have a second learning center headed by an additional credentialed teacher who will serve students with a similar model for math. Learning Center for RLA and Learning Center for Math will serve RSP and Far Below Basic (FBB) students (approximately 110 students total) in reading and math for a 45 minute block (each) 4 days per week (see Extended School Day). Modified Wednesdays will be used for DIBELS progress monitoring and math fact assessments, individual IEP testing, classroom observations, teacher coaching and meetings. The RSP and math learning center teachers will run the Learning Centers which both serve grades K-6 daily, and the teachers will have a common prep daily to plan together. The RSP teacher will run the Reading Learning Center with an RSP aide and bilingual IA. The Math Learning center resource teacher is a former Literacy Coach and worked in the 2009-10 Learning Center (served K-6 in math and RLA). Each grade level reading and math intervention time and groups will be coordinated with the RLA and Math learning centers in order to reduce homeroom class size for intervention and ensure that students going to visit either learning center are present in the homeroom class for tier 1 grade level standards based instruction using the core curricular materials. Both RLA and math interventions will target tiered grade level standards at each grade level. The RLA Learning Center will progress monitor students using DIBELS and tiered standards based exit slips to monitor student progress. The Math Learning Center will progress monitor students on targeted tiered math standards using exit slips and math fact automaticity using fact assessments.

FULL DAY KINDERGARTEN CLASSES

Kindergarten classes in WCCUSD are required to provide 200 minutes of academic instruction. During the 2010-2011 school year, kindergarten at Lincoln Elementary will be full-day, including an additional hour to accommodate daily reading and math intervention groups for the kindergarteners. There will be a total of 355 instructional minutes for kindergarteners with this new structured day, giving the students an increase of over 150 minutes of learning time compared with previous years. After assessing all registered incoming kindergarteners in June of 2010, 50% of kindergarteners who are identified as high risk (based on fewer incoming academic skills), will attend the extended year academic program at Lincoln in August 2010. In addition, students identified as highly at risk will be placed in learning center groups for reading/language arts and math during daily intervention time.

EXTENDED LIBRARY TIME/PERSONNEL

A full time school librarian and a school library that is accessible to classes to use for research on a regular basis will provide our students with more access and means to practice their reading skills. The books in the library will be leveled according to the Developmental Reading Assessment (DRA), which is a set on criterion referenced tests that identify students' independent reading level (text on which students meet specific criteria in terms of accuracy, fluency, and comprehension), and will be administered schoolwide by classroom teachers each trimester. Teachers will inform individual students of their level and set goals with the students for reading level growth. By having a school library accessible to classes regularly and to individuals during recess times, students will be able to increase their exposure to print at their level and practice reading for pleasure, which will help them develop their reading skills and meet DRA goals. The library will also remain open during lunch recess, and parent volunteers will be trained to work with students to find books at their level.

Provide Appropriate Social-Emotional and Community-Oriented Services and Supports for Students

Lincoln Elementary will work to nurture the whole child, reinforcing and strengthening students' emotional, health, cultural, artistic and athletic attributes, as well as academic skills.

Lincoln Elementary School is a 100% Title One funded urban elementary located in downtown Richmond's Iron Triangle neighborhood. Lincoln Elementary is a preK-6 school with a total enrollment of approximately 455 students, and 100% of the students are students of color (80% Latino, 17% African-American, 2% Filipino and 1% Asian). All students receive free school breakfast and lunch through the federal school meal program, and 100% of our families qualify as Socio-Economically Disadvantaged. Over 80% of the student population at Lincoln Elementary School speaks English as a second language, and 75% of our students are designated English Learners. In addition to limited English proficiency, many of the students and families at Lincoln come to the school with issues and challenges to both their academic and social development that are byproducts of urban American life. The recent economic crisis has had a profound impact on our community with a 36% unemployment rate amongst males and a 73% decrease in median sales price per house. There are currently 129 foreclosed homes in the Iron Triangle neighborhood alone. Richmond is presently ranked as the 3rd most dangerous city in California with 5.33% of the population affected by property crime and 1.19% personally affected by violent crime.

EMOTIONAL WELL-BEING

A certified counselor (Spanish-bilingual preferred) who is familiar with the surrounding families and communities will be on staff 5 days per week to work with students and families individually and in small groups as determined by the social/emotional needs of students. In addition, the counselor will work with an upper grade boys' Lion's Club (grades 4, 5 & 6) during lunchtime to meet and talk about issues and solve problems that are occurring at home and/or at school. The counselor will also be available to mediate between individual students and teachers to rectify behavioral issues in the classroom, problem solve and draw up behavior contracts.

A bilingual comprehensive student support services coordinator will work 5 days per week to act as a liaison between families and Lincoln Elementary School. There will be a focus on students and families around attendance issues. The coordinator will monitor student attendance and work to arrange support for families whose children are affected by a family crisis, are missing school, or are regularly tardy to school. In addition, the coordinator will schedule and manage Student Success Team (SST) meetings and follows ups with a team of support people (administrator, classroom teacher, resource specialist teacher, school psychologist, counselor and speech teacher) at the school to address and problem solve issues of attendance, behavior, social or academics that any particular student may be having. Finally, the coordinator will work in close conjunction with the school counselor to run an upper grade girls' support group (grades 4-5-6) during lunchtime to meet and talk about issues and solve problems that are occurring at home and/or at school. Lastly, the coordinator will work closely with teachers to train and support them in implementing the Second Step program which explicitly teaches students how to problem solve social situations they might encounter using socially appropriate language and actions so that they are able to work on solving issues or problems on their own.

We have worked as a staff and community at Lincoln to improve student safety and implement a comprehensive management plan for the school over the last two years. Students in each class are recognized each month for perfect attendance, good citizenship, biggest improvements and academic achievement during monthly awards assemblies. Using the BEST program, we created and revised a behavior expectations matrix that outlines what students should be doing throughout the school. In addition, we have adopted the same five classroom rules throughout every classroom, and have a school wide student incentive system to recognize students' efforts at good citizenship. During monthly staff meetings, we report on and analyze student office referral data disaggregated by grade, offense and by ethnicity and gender. Though we have seen a dramatic reduction in office referrals per month over the last two years (2008-2009 average was 257 referrals per month while the 2009-2010 average was 81 per month), we will continue to focus as a staff in ensuring students can be safe and engaged in school and learning both inside and outside of the classroom. For the 2010-2011 school year, we will implement and block in instructional time for the Second Step social skills/problem solving program. Each class/grade level will have the chance to film a "real life example" video at the culmination of each unit, in order to showcase their learning.

PHYSICAL HEALTH

A school nurse (preferred Spanish-bilingual) will be on campus full time in order to assist students with medical needs or administer medication that has been prescribed by their physician and must be administered during the school day. In addition, the nurse will coordinate vision and hearing testing, yearly class workshops and screenings from the Contra Costa County Dental Health Program and immunizations from the Contra Costa County Public Health Clinic. Lincoln currently benefits from a grant for eyeglasses from the McKesson Foundation for uninsured students to be able to get the glasses they need. The school nurse will coordinate the applications and ensure that parents can get to the sponsoring optometrists. The school nurse will also be available to assist teachers in health and science instruction in the classroom as it pertains to bodily functions.

Through a grant from the Quest Foundation, Lincoln has been able to pay for a coach position through the Playworks program. Playworks provides a full time staff member, the site coordinator, to Lincoln Elementary School. The site coordinator runs the Playworks program at Lincoln, which addresses the physical, emotional, and cognitive needs of children by coordinating full day play and physical activity programming - during lunchtime, recess, and after school - taught from a framework of youth development. Our Playworks' Site Coordinator works at Lincoln Elementary five days a week, throughout the school day and after school, to lead games and physical activities based on a curriculum that has been tested and refined over a decade of program operations. The site coordinator organizes games during recesses for the students at Lincoln Elementary School. In addition, the coordinator trains and supervises 40 upper grade (4th -6th) students who organize games with younger children and work with kids to solve conflicts on the playground. The coordinator works with each individual teacher and class at regular weekly "classroom game time" to teach each class how to play games that are then introduced to the yard during recess. The coordinator also works with all upper grade classes to train for the presidential physical fitness test that is taken in the second semester by all children enrolled in the fifth grade. Students begin "training" regularly to run the mile, practice curl ups, trunk lifts, pushups and upper and lower body stretches when they enter the fourth grade. In addition, the coordinator runs an after school program that serves 35 upper grade students daily. There is also a homework/academic component and a sports team building component to the program. Students who participate in the after school Playworks program have an opportunity to play on different sports teams throughout the school year and compete with other local elementary schools' teams in an intramural sports league.

COMMUNITY PARTNERS

Lincoln partners with several community based organizations for the benefit of our students and families. We hope to continue to expand our partnership with the Contra Costa County food bank, who supplies our school with 900 lbs of nonperishable groceries per month for families in need. In addition, the food bank delivers fresh produce to our afterschool program each week for students to bring home to their families.

For the past two years Kaiser Permanente has partnered with Lincoln School to provide student nutrition ("The Best Me") and safety assemblies ("Peace Signs"), classroom workshops and family workshops. We will continue to partner with Kaiser and Kaiser Permanente in order to support student and family health education. For the 2009-2010 school year, Community Violence Solutions (CVS) partnered with Lincoln to provide age appropriate workshops on domestic violence, inappropriate touches and problem solving to students in their classrooms and to parents during monthly parent meetings. The Richmond police activities league will provide mentors and small group instruction on conflict resolution and violence prevention/problem solving to targeted students beginning in summer of 2010.

Recently, a partnership with the Richmond Children's Foundation and Lincoln Elementary has led to more community partners. Most recently, through a partnership with the foundation, Building Blocks for Kids, and Opportunity West, we are offering a series of computer classes for students and parents. After completion of the series, each family will receive a free refurbished computer and free Wi-Fi internet.

The California After School Education and Safety (ASES) Program funds an after school program at Lincoln that serves 90 students until 6 PM daily and has many community partners. Art classes are provided through a grant from the Museum of Children's Art in Oakland and the East Bay Depot. Urban Tilth provides gardening instruction for after school program students and helps to maintain the organic garden on campus. Niroga Yoga provides weekly yoga classes after school and the Boy Scouts of America has weekly meetings with students as part of the after school enrichment activities. Private donations from the Tommy Smith Youth Track have funded 8-10 scholarships for the Amateur Athletes Union Registration for after school program students to participate in team sports programs. These partnerships will continue to for the 2010-11 school year.

FAMILY AND COMMUNITY ENGAGEMENT

Lincoln Elementary recognizes that schools, working alone, cannot close the achievement gap, bring all children to proficiency on state academic content standards, and increase graduation rates at the high school level. It is critical to mobilize education's important allies, our students' families and their communities, to work in partnerships with educators to ensure that all students have equitable access to an excellent education and opportunities to become productive members of their community and society.

For all students to succeed, we must move beyond "business as usual" and shift our thinking about how to leverage all human and fiscal resources for students. Lincoln Elementary proposes a systems approach to organizing productive partnership among those responsible for the education of students. Family and community partnership are most powerful when they are linked to student learning. Lincoln School will adopt the Joyce L. Epstein's Six Types Framework which is a research-based partnerships model that follows an organized approach to school, family and community partnership to promote individual student success.

The six types is a framework for six major types of involvement (Type 1 Parenting, Type 2 Communication, Type 3 Volunteerism, Type 4 Learning-at-Home, Type 5 Decision Making and Type 6 Collaborating with the Community) that evolved from many studies of work by educators and families in elementary, middle and high schools. The framework helps educators develop more comprehensive programs of school and family partnership and also helps researchers locate their questions and results in ways that inform and improve practice (Epstein, 1992; Epstein & Connors, 1995, Epstein & Sanders, 2000).

We recognize that not all families have the same needs. Research indicates that just over 30% of families are able to volunteer at their schools, but over 60% of families are interested in participating in supporting learning-at-home and ongoing communication activities. At Lincoln school we will help every parent identify their "partnership path." Recognizing that all parents care about their children's educations and have different affinities, interest and life context (i.e. time, energy, and skill set), parents do look for the best way to partner with their school. Lincoln will develop and actively inform parents of the multiple ways in which parents can partner with the school. Lincoln School will ensure to have a menu of activities and a continuum that will support families in supporting academic achievement.

To assist parents in self-selecting their most appropriate partnership path, Lincoln school will provide parents with multiple opportunities to participate in workshops and different digital media where the concept of what a quality education looks like is presented. Exposing families to examples of what quality education looks like will increase the ability of families to act as consumers of education and provide them with the necessary information to make an educated decision on what partnership path is the most relevant to their needs, matches their life context (time, interest and affinity) and will garner the best academic outcomes for their children.

Community Needs and Strengths - Over the past 2 years Lincoln School has been actively assessing the needs and strength of the Lincoln School Community. Lincoln School benefits from the Building Blocks for Kids (A Harlem Children's Zone place based initiative). In addition, two community meetings have taken place this school year to assess the needs, assets and desires of the Lincoln Families, as well as the monthly parent meetings that address topics of parents' choice. Parents are also surveyed by the school during the summer or first week of school as to their availability and interests. Monthly schedules and agendas for the parent meetings are created based on the surveys. In addition, a school satisfaction survey was completed by parents and families at Back to School Night in September (over 56 families participated.) Lincoln is a school in high need with 100% free and reduced lunch eligible and a diverse community where 100% of the student population is children of color (80% Latino, 17% African American, 2% Filipino and 1% Asian).

The parents at Lincoln Elementary expressed a need for better and more frequent parent-teacher communication and relationship building. The Lincoln teachers agreed with this assertion and felt teachers need more time to work with parents to support academic achievement. Both teachers and parents felt Lincoln needs to have a more organized program to leverage volunteers and coordinate ongoing volunteer opportunities where adults can support the school and model community support. Although the parents did not directly request support for learning-at-home, teachers expressed a dire need for more opportunities for the school at-large to provide more on-going capacity building for parents on how to support learning-at-home.

Although Lincoln has many needs it also has many assets, chief among them is the Lincoln families. Over the past two years under the leadership of the current principal, parent involvement has significantly increased. As part of the turnaround model we have replaced over 50% of our teachers with those who deeply value family partnerships.

Coordination - Lincoln School will use a team approach as a way to build school, family and community partnership. The Lincoln School Action Team for Partnerships (LATP) will take the responsibility for assessing present practices, organizing options for new partnerships, implementing selected activities, evaluating next steps and coordinating the implementation of a comprehensive action plan that will cover the six types of parental involvement (Parent, Communication, Volunteering, Learning-at-Home, Decision Making and Community Collaboration).

The LATP will be composed of at least 2 teachers, 3 parents who have an interest in leadership, the Community Outreach Worker, and site administrator. This team will expand with the support of a full time Community Outreach Worker who will help organize the multiple partnerships that can leverage support for Lincoln School. The following groups/organizations have an established

relationship or have expressed a desire to enter into partnership with Lincoln School (new partnerships have an asterisk):

Partner Organizations by Category	Nature of Partnerships
Business/Corporations Chevron	Volunteers conducted Junior Achievement Day at Lincoln Elementary and taught the students about businesses and how they work to make up and serve a community
Educational Institutions Cross County Partnership: Gale Ranch Middle School, San Ramon First 5	School's Leadership Team Raises Monies/Supplies for Lincoln Works in conjunction with our preschool – parent workshops, etc
Health Care Organizations Contra Costa Public Health*	Provided season flu and H1N1 vaccines free of charge for students
Contra Costa County Dental Program	Dental workshops in classrooms and free dental screening each year
Government/Military Organizations City of Richmond	Grant monies for expansion of After School Program and community safety support
Richmond Police Activities League*	Setting up structured mentoring for students 2010-2011
National Service and Volunteer Organizations Boy Scouts of America*	Weekly group of scouts after school
Cultural and Recreation Organizations East Bay Depot*	Art workshop after school
Urban Tilth*	Gardening in the organic garden after school
Museum of Children's Art*	Art grant for art workshops after school
Community Based Organizations Literacy for Every Adult (LEAP) Tommy Smith Youth Track*	Provides English classes for parents and community members at Lincoln three days per week Sponsors registration for youth sports league for 8 students

Neighborhood Organizations Iron Triangle Neighborhood Association Richmond Community Foundation* Opportunity West Building Block for Kids	Speak at Parent meetings and brainstorm with parents how to resolve issues in the community Provides an outreach consultant to work with Lincoln on coordinating community partnerships and resources Provided a series of classes (co-taught with Lincoln Outreach Community personnel and Richmond Community Foundation)
Community Organizations Community Violence Solutions* Contra Costa Food Bank*	Provided workshops/education on social skills/problem solving and "Talking about Touching" abuse prevention to grades 1,3 &5 and parents Fresh produce delivery to ASP 1X week for families; food closet kept at school for families in need/crisis
Private Foundations Quest Foundation*	Funded Playworks coach position at Lincoln 2009-2010

Communication - A chief strategy that will be used at Lincoln School to increase home to school communication will be the implementation of home visits. The Contra Costa Interfaith Community Organization (CCISCO) is a key community partner with Lincoln School and West Contra Costa USD. CCISCO works towards building civic engagement and increasing public participation by those most affected by injustice and inequity in Contra Costa County. CCISCO is a multi-ethnic, multi-generational, interfaith federation of 25 congregations and youth organizations representing over 35,000 families across the county, most of whom are low and moderate income.

In collaboration with CCISCO, Lincoln teachers will receive training on the Sacramento Home Visit Project model. Lincoln teachers will receive compensation for conducting at minimum 5 initial home visits per trimester and 3 follow up visits. The initial home visits will focus on establishing a relationship with each of the families visited. Teachers will prioritize visits according to the emotional neediness displayed by the student, behavior issues and academic need. The follow-up home visit will provide parents with needed information regarding school programs and resources. These objectives contribute toward the overarching outcomes of supporting and improving student academic achievement.

Additionally, all sixth grade students who are at the below basic or far below basic level in RLA and/or Math, or those who have been at the beginning level on the CELDT for more than one year, will receive an initial and follow up home visit. The LATP will work in collaboration with its feeder middle school to provide teachers the necessary information on expected transition requirements to middle school. Teachers will review at the 2nd home visit the expectations for middle school requirements to ensure students will be ready to take Algebra 1 by 8th grade.

With the support of the LAMP, a monthly parent newsletter will be published that will provide relevant information on how to support learning at home, highlight academic achievements and increase two-way communication.

To sustain ongoing school-to-home communication, teachers will be required to send at minimum one positive note or make a phone call to a student on a weekly basis. This small, but effective strategy will help increase the relationship between families and students.

Lincoln School will double its parent teacher conferences (1st week November and 2nd week of March). The Lincoln parent teacher conferences will be student lead (3rd grade to 6th grade) an effective strategy that will help increase student ownership of their academic career. In October, teachers will receive professional development on how to organize student-led conference. At every parent teacher conference, teachers will follow a universal protocol where the grade level standards will be reviewed, and a clear explanation of where the student is academically will be discussed. Because Lincoln will have a full menu of multiple opportunities by which families can increase their ability to support learning-at-home, teachers will provide recommendations on the particular workshop that will be the most appropriate for each family to attend to help close the achievement gap.

The 2nd parent teacher conference will focus on student academic progress from fall of the same school year to the spring. Teachers will review DIBELS screening and progress monitoring, math facts challenge tests and writing samples, as well as benchmark and weighted grade level standards based test results. Teachers and parents will discuss where each individual child is in terms of mastering required grade level standards and make a plan to ensure that the child continues to make progress towards that mastery both at home and at school during the remainder of the school year.

Supporting Learning-at-Home - The LAMP will use the information from the needs assessment and will work in collaboration with the WCCUSD Office of Community Engagement to schedule and actively advertise the multiple on-site and off-site workshops that will support learning at home. Learning-at-home activities will provide information and ideas to families about academic work that their children do in class, how to help their children with homework and other curriculum related activities and decision. Lincoln students are most in need in English Reading and Language Arts and the majority of the students are English Language Learners, therefore four strands of workshops will be provided, RLA, Math, ELD and Getting Ready for College. Lincoln school will also partner with the Parent Institute for Quality Education (PIQE) to provide their level I series 3 times a year. All workshops will embed strategies on parenting and child development.

The LAMP will provide monthly Lincoln School Orientations to all incoming families to provide them with a general overview of how Lincoln School functions and how the educational system works. These general parent orientations will function as the cornerstone to identify parents and program them into their respective partnership path.

Yearly transition workshops will be provided to increase the capacity of parents in understanding the overall requirements and steps that can be taken at the elementary level to reach college and stay on track.

We recognize that not all parents are able to participate in learning-at-home workshops, and understand that this is not a reflection of lack of interest. We know that all parents value a quality education. Lincoln School will create a lending library that will include pre-recorded and translated education workshops, as well as recorded workshops for families on specific, relevant topics that families are not able to attend. The Lincoln Website will host a library of the workshops and LATP will track attendance to the workshops and will follow up with all absent parents to identify the best way to provide them with the information they missed, either by sending copies of the materials home, repeating a workshop if a significant amount of absent parents indicate timing was the issue, or provide them a DVD with the recorded information. The LATP will work over the summer in collaboration with the central office staff to identify already existing digital parent workshop materials that are in alignment with Lincoln's strategic priorities.

Volunteerism - Volunteerism grows as a result of a healthy and welcoming school environment. Every year LATP will conduct an audit of how welcoming the school environment is at Lincoln School. The LATP will evaluate Lincoln school under four dimensions: the physical environment, school-wide practices and policies, welcoming school staff, and written and other materials. The LATP will use the evaluation findings to ensure that Lincoln continues to nurture a welcoming school environment.

Lincoln School will require at minimum 80% of teachers to complete the WCCUSD Volunteer Request Form. In collaboration with the districts volunteer program, Lincoln school volunteers will be trained and placed at Lincoln school to help with supporting student learning, safety and attendance and other needs as requested by teacher.

Lincoln School will ask all parents to volunteer 15 hours a year. Those volunteer hours can be met by participating in learning-at-home workshops and participating in typical volunteer activities (i.e. in classroom support, clean up events, fundraising events etc). The Lincoln Parent Club will be a key part of the volunteer efforts at Lincoln School and will be charged with organizing and sponsoring the yearly Volunteer Recognition Event where all volunteers will be recognized. A volunteer card will be instituted, so that parent volunteers can easily be recognized on campus. Volunteers will be recognized by a Lion Paw stamp on their volunteer card for every two hours of volunteer service completed for Lincoln Elementary School.

Parent Leadership - Lincoln School recognizes that parent leadership is an essential component necessary to ensure that families engage and fully participate in the decision making. To that end, Lincoln School will host a Parent Leadership Academy in collaboration with the Bay Area Parent Leadership Action Network. Pulling from the graduates of the PIQE level I and from parents who have demonstrated an interest in leadership, a cohort of 20 parents will be identified and trained in the core principles of parent leadership (understanding system, tools and skills on community engagement, action planning, integration of data, strategies to maximize participation and understanding/address oppression and its implication on an equitable educational experience). Graduates of the Lincoln Parent Leadership Academy will be asked to run for open spots on the School Site Council, the English Learners Advisory Council, or join the LATP.

iv. Recruitment, Screening, and Selection of External Providers

Response: For the last four years, the District has established a partnership with Teach For America (TFA). Principals of district schools where TFA teachers work continually request additional teachers who are selected and trained by TFA. Over the past four years, the District has determined that teachers provided by Teach For America (TFA) create greater learning gains for students at the tested grades and subjects than either other first and second year teachers in the District or the average of the gain scores for veteran teachers in WCCUSD. So when TFA approached WCCUSD with a proposal to partner in the implementation of the Turn Around model at Lincoln School, by providing a cluster of TFA current and alumni TFA teachers, and by providing a high quality professional development model, it was a natural fit based on Lincoln's needs.

WCCUSD established 3 criteria for partnering with external providers. They must:

- 1) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with Lincoln's comprehensive instructional program and designed with staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.*
- 2) Use data to identify and help implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with California's adopted academic standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight.*
- 3) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual Lincoln students.*

Teach for America has a proven record of effectiveness in all 3 areas. The following represents the work that TFA will carry out at Lincoln School based on our criteria:

1) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with Lincoln's comprehensive instructional program and designed with staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Over time, Teach For America's experience and research has demonstrated that teachers who achieve significant academic results with their students operate differently from other teachers. Two decades of research has gone into studying the most effective teachers to identify characteristics that differentiate them from those teachers whose results with students are less significant. Upon studying thousands of teachers over the years – both Teach For America teachers and non-Teach For America teachers – clear trends emerged that set the most successful teachers apart from others. The results have shown that highly successful teachers operate in the same ways as leaders who achieve significant results in any context. By understanding the key components driving the success of these effective teachers (these

characteristics are listed below), support staff can recognize when teachers are operating in the most effective way and then coach and develop them to ensure they are employing these strategies in the classrooms at a high level. These teachers employ the following crucial strategies in their practice:

1. **Setting an ambitious vision of students' academic success** - An ambitious and effective vision includes defining measurable academic progress and insisting on and defining and measuring achievement so that progress and success are clear. A teacher must also define traits and mindsets that will best serve students, the pathways the teacher will employ to achieve the vision, and what key student motivations could shape the vision.
2. **Investing students and their families in working hard toward the vision** - Key elements of investment include shaping students' mindsets by developing their desire for academic success and their belief in their ability to achieve it. Highly effective teachers also recognize that in order to maximize students' learning, they must invest families and other influencers in helping students work towards the big goal. By collaborating with these partners, teachers create a network of well-aligned messages that reinforce students' hard work and the value of achieving the desired vision.
3. **Planning purposefully to meet ambitious academic goals** - Teachers whose students are making the most dramatic academic progress develop a clear vision of success. Second, they ask themselves, "How will I know that my students have reached that vision?" and translate their image of success into some form of assessment. Third, after developing a vision and assessment, the strongest teachers design a plan by imagining themselves on that path to success, testing in their mind different strategies and anticipating different challenges to success.
4. **Executing those plans thoroughly and effectively** - Effective execution means teachers follow through on actions, big and small, so that we are not just doing what we intend to do, but are actually having the impact they intended in their vision. For strong teachers, effective execution means ensuring that everything a teacher does contributes to the goal of student learning.
5. **Working relentlessly to achieve their vision** - Recognizing the high stakes for their students, successful teachers assume personal responsibility for dramatic student learning, even when it means going far beyond traditional expectations. These teachers think and act creatively to navigate and overcome seemingly insurmountable obstacles to increase the time and resources available to student learning, and to sustain their efforts over time.
6. **Continuously reflecting and improving on leadership and effectiveness** - Strong teachers increase their effectiveness by reflecting on student performance data. They seek the root causes of students' successes and failures, devise and search for solutions and learning opportunities that align with their data-revealed needs, and encourage their students with positive reinforcement while simultaneously insisting they can always improve.

The scope and sequence for professional development of teachers aligns with these pillars and grounds teachers in this framework to enable them to be highly effective teachers.

	Outcomes	Strategies
Pre-Service Training	<p>1. Teachers build a strong foundation for the work they will do throughout the school year by focusing on grade level standards, year and unit-level planning.</p> <p>2. Teachers set vision for student success. This includes ambitious and measureable draft goals for their specific grade level and subject area that align to the goals of Lincoln Elementary and West Contra Costa Unified School District. It also includes creating a vision for the classroom community they will create and lead.</p> <p>3. Teachers gain familiarity with foundational tools (i.e. student data trackers, diagnostics and summative assessments) that will enable them to strategically drive towards their student achievement goals.</p>	<ul style="list-style-type: none"> • Workshops are administered to help teachers develop classroom management strategies and protocols in their classrooms. • Workshops and professional development sessions are administered to teach and internalize the above framework of effective teaching. • Teachers are provided with tools including, but not limited to: sample unit and long term plans that match district curricula, unit assessments, lesson planning templates, data trackers, and content-rich resources. These tools will assist teachers in skillfully undertaking key actions such as unit planning, lesson planning, classroom management planning, student and parent investment planning, student diagnosis, student assessment, and data tracking.
First 30 days	<p>1. Teachers establish classroom culture and climate that is conducive to learning.</p> <p>2. Teachers have diagnostic data for all of their students to accurately assess the starting point for each student</p> <p>3. Teachers use diagnostic data to finalize ambitious and feasible classroom goals.</p> <p>4. Teachers are executing on strong unit 1 plans in reading and math.</p>	<ul style="list-style-type: none"> • Workshops to establish benchmarks and appropriate goals. This includes enabling teachers to use initial data to set their year-long goal and draft a long-term plan that informs the content of their first unit and collect data about students' progress towards the goal. • Observations: All teachers will be observed at least once in the first 60 days to monitor their practice and identify a teacher action to prioritize for development.
First Semester	<p>1. Data from the first unit is used to assess initial progress towards student achievement goals.</p>	<ul style="list-style-type: none"> • Teachers work with support staff and the principal to disaggregate initial student data and pull trends on

	<p>2. Teachers begin to develop a theory around the outcomes and teacher actions causing the student results.</p> <p>3. Teachers have a prioritized area of development in their practice.</p> <p>4. Teachers accelerate their professional development and meet their student achievement goals.</p>	<p>student habits, resulting in a prioritized teacher action.</p> <ul style="list-style-type: none"> • School-wide professional development is focused on building skill in problem solving around student outcomes.
Second Semester	<p>1. Teachers have the skills and practices to independently evaluate student outcomes, identify the causes of problems, and seek solutions.</p> <p>2. Teachers are effectively utilizing a problem solving approach to diagnose gaps and ensure students are on track to meet or exceed state standards and make significant academic gains with their students.</p>	<ul style="list-style-type: none"> ▪ Using student data, teachers engage in problem-solving conversations with their principal and colleagues to identify the reasons for gaps in achievement and prioritize the key levers for raising achievement.
Ongoing	<p>1. Teachers are on track to meet or exceed state standards and make significant academic gains with their students.</p>	<ul style="list-style-type: none"> ▪ Cross-team collaboration: Teachers meeting consistently with grade-level and content area peers to share resources, tools, and best practices such as exchanging lesson plans, modeling exemplary lessons, examining student work, and collaborating to track student progress. <p>Online Toolkits and Resources: Teachers have access to classroom resources, community support, video models, and self-directed learning online, through resources like Teach For America's online teacher resource website. This includes a student achievement toolkit designed to help teachers create data-driven, student achievement focused classrooms, as well as a Teaching As Leadership Online Navigator (TALON: http://teachingasleadership.org/), which teachers can access to better internalize and apply the Teaching As Leadership framework.</p>

2) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with California's adopted academic standards. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight.

Using data to measure student achievement helps teachers achieve three goals. First, the data provides feedback and motivation for teachers and students. Specifically, data helps teachers set goals for their students, make their instruction more effective for their students, and create more measurable endpoints that allows for clear recognition of progress. Second, data allows teachers to continuously evaluate and improve instructional strategy and execution by identifying best practices and counterproductive strategies, targeting resources where they are most needed. Third, measuring student achievement enables teachers, in partnership with the school, district, and Teach For America, to validate and communicate their overall impact and the progress students are making.

Given the fact that many students at Lincoln Elementary are grade levels behind academically, teachers must prioritize ensuring that all students are making academic progress at an accelerated pace. Rigorous and standards-aligned diagnostic tools will enable teachers to collect initial data to determine students' initial academic performance levels and knowledge of prerequisite skills. Teachers will select the appropriate diagnostic tool, whether that is a district assessment or one provided by the school – diagnostics will be vetted against the CST blueprint standards by grade level. Using valid data on student performance level at the onset of the year ensures teachers do not adopt assumptions about students' achievement levels that may not be based on actual data.

To ensure that all student progress is aligned with California's adopted academic standards, teachers will utilize CST blueprints while designing both lesson and unit plans. At the beginning of the year, in addition to the diagnostic tools, the principal will work with teachers to determine which assessments they will use with their students throughout the school year to measure student learning. Teachers will use the most rigorous assessments available (whether through the district, school or Teach For America) to ensure that they have a comprehensive understanding of their students' achievement. Based on interim unit assessments, teachers will be able to determine how students are performing relative to the grade level standard for proficiency. Teachers will focus on ensuring students make significant academic gains towards their outlined growth goal set at the beginning of the year. Please see the ***Establishment of Challenging LEA Annual School Goals for Students*** section for specific student goals.

3)Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Within the first month of school, teachers will use initial diagnostic data collected to establish ambitious goals for student performance. Clarity around the goals and measures of success throughout the year ensures that teachers know exactly how their students are performing and can thus establish effective strategies to ensure academic progress. Once goals and benchmarks

are solidified, teachers will draft long-term plans, unit plans and aligned assessments. The ability to analyze and utilize the diagnostic data will inform the teacher where gaps exist between current student ability and state standards. It will also enable the design of unit and year plans that address these gaps.

Throughout the year, teachers will engage in a process of strategic problem solving in which they analyze student data to: 1) determine student academic progress and gaps in learning and 2) develop a theory around the teacher's actions that are contributing to both the progress and gaps in student outcomes. Using the teacher effectiveness rubric, teachers will hone in on the teacher action most at play and create a plan to develop that area of their practice. By using data in this way, teachers can engage in problem-solving conversations with their principal and with colleagues to identify the reasons for gaps in achievement, prioritize the key levers for raising achievement and students who need the greatest degree of attention, and develop actionable plans to increase the achievement of the prioritized group. Teachers set measures of success to ensure that the development of their practice translates to improved student outcomes. Teachers will engage in this structured problem-solving process on a regular basis to ensure students are on track to meeting their ambitious goals. In addition, teachers will work with colleagues in their content or grade-level to share best practices and build their skill in other areas of development.

v. Alignment of Other Resources with the Selected Intervention Models

Response: In order to support improved school performance, an Instructional Specialist (IS) administrator was placed at Lincoln full time for the 2009-2010 school year. This position was funded out of federal and state monies, partially out of school budgets and partially out of central office funds. The IS joins the principal in observing classroom instruction, coaching and working with individual teachers and grade levels to provide support strategies for students, and model effective techniques for instruction. In addition, the IS provides additional materials for teachers to supplement instruction and regularly conducts professional development and inservice during collaboration time.

There is a 50% Coach funded with federal and state monies from the Lincoln School budgets on staff who supports upper grade Reading Language Arts and Math intervention for the upper grades in conjunction with the Learning Center in the afternoons. Because of the large number of students at the far below basic level in both Reading Language Arts and Math in grades 4-6, the Resource Specialist Program (RSP) and Coach each take 50% of the intervention groups needing the most support at those grade levels during blocked leveled intervention time. In addition, the coach supports tier 1 reading/language arts professional development for classroom teachers, providing coaching, additional materials and strategizing with teachers about what activities or grade level strategies can best support student academic needs.

Site level federal and state budgets also fund two bilingual instructional aides who support English Learners in reading language arts and math in the Learning Center (under the guidance of the RSP teacher). In addition, federal site funds pay for a 100% Parent/Community Liaison (bilingual Spanish) who teaches a parent computer course (2x per week), coordinates the adult English classes for parents, attends and translates for School Site Council and monthly parent meetings, and works with parents and families of at risk students to better integrate them into the school community (including supporting parent interactions and communication with the

classroom teachers). The parent liaison is also working towards forming a PTA at Lincoln. Federal site funds also fund a certified counselor at Lincoln three days per week who works with at risk students and their families, in addition to facilitating a boys' group for the upper graders at lunchtime.

In addition to support positions, the Lincoln federal and state monies are used to increase teacher collaboration time around daily intervention planning and assessment and to support each grade level in funding a teacher for a one hour after school reading intervention program that targets students who are performing just below grade level. In addition, state site monies are used to fund primary language support after school for reading/ language arts and additional English Language Development (ELD) for English Language Learners.

For the 2009-2010 school year, Lincoln received a private grant from the Quest Foundation to fund a 100% Playworks Coach. The coach organizes games for students during all recesses and explicitly teaches these games during weekly classroom game time. Upper grade students are trained by the coach and "work" lower grade lunch recesses as "junior coaches" to support the games. There is also an after school component to the program and approximately 20 students are in a Playworks after school program (homework help and daily sports activities) under the supervision of the coach. Finally, as part of the lunchtime game time and after school components, the coach organizes seasonal sports teams (boys and girls basketball, coed soccer and volleyball), and Lincoln students play against other school teams in the area.

The central office funds a 100% SB65 Comprehensive Student Support Services Coordinator who monitors attendance and support students at risk (as defined by habitual absences and tardies, academic needs, behavioral/social issues, etc). The coordinator schedules and facilitates student success team meetings involving parents, classroom teachers and school support staff to discuss the progress of individual students and how school resources can be used to meet the student needs and increase academic progress (or increase regular attendance or modify student behavior or social issues). The coordinator also works in conjunction with our school counselor to facilitate weekly upper grade girls' counseling groups at lunch time.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response: With the support and guidance of our DAIT provider, WCCUSD submitted our most updated Local Educational Agency (LEA) Plan to the California Department of Education in April of last year. It is a 3 year plan that once fully implemented will support the academic growth of all WCCUSD students at an accelerated rate.

Our LEA plan helps to guide our work and decision-making as we discuss leadership, instruction, professional development, intervention, building partnerships, enhancing parental capacity, hiring and evaluation practices, data analysis and accountability structures, and fiscal support.

As we were writing this SIG grant, we ensured that there was a direct and clear connection to the LEA plan, DAIT process of implementing that plan, and the content of this SIG proposal.

We already started to describe that connection in the Needs Analysis section above where we thoroughly discuss and include the results of using the Academic Program Survey, District

Assistance Survey, and the ELSSA to determine how we selected the Turnaround model as Lincoln school's intervention.

The main DAIT recommendations and activities focused in several key areas:

-Curriculum, Instruction and Assessment

- Fully implement all adoptions
- Ensure sufficient ELD instruction
- Implement strategic RLA/Math Intervention with needed time/space
- Expand Kindergarten program
- Develop stronger accountability system

-Governance and Leadership

- Promote a college going culture
- Continue to focus on equity with emphasis on culturally responsive practices
- Promote and support standards-based professional development and implementation of adopted curriculum

-Human Resources

- Negotiate contract language that provides designated RLA and Math collaboration time and planning
- Ensure that principals receive consistent training in regulatory procedures, LEA plan implementation (especially for instructional practices, leadership, and PD)
- Negotiate contract language to provide more feedback to teachers on an annual basis.

-Fiscal Resources

- Ensure that all funding sources are used appropriately according to their funding source and specifically targeted to support the implementation of the LEA plan.

-Professional Development

- Ensure all teachers have RLA, Math and ELPD SB472 training and all administrators have AB 430 training
- Develop a more thorough staff PD needs assessment process in order to better support student areas of need
- Develop district expectations for learning centers
- Provide systematic procedures regarding EL instruction
- Establish a district system for teachers to share best practices

-Data Systems

- Provide deeper level of training in the use of the Edusoft data system to review benchmark data to determine levels of student mastery and areas for additional instructional support.
- Implement an ongoing EL monitoring system that gives teachers and administrators easy access to relevant EL student information
- Ensure that assessment of student mastery happens more frequently than current practice (move from 3 times to 5 or 6 times per year)

-Parent and Community Involvement

- Develop a system for grade K-8 beginning year communication for parents/guardians about grade level standards and strategies for at-home support
- Provide family reading and math nights at schools districtwide to support learning at home
- Students and parents will be provided the results of the benchmark assessment on a regular basis
- Students will set individual goals to address areas of weakness.
- Provide parents of incoming kindergarten students with a Welcome to School packet that contains suggestions for parental support of students' school readiness, small motor development activities, children's sleep requirements/bedtime suggestions, student behavior expectations, and parent involvement requests for the Kindergarten school year

While the LEA plan will continue to be implemented districtwide over the next two years, the elements will be put into place at Lincoln School for the 2010-11 school year. One can see the direct connection to the components mentioned above and in the iii *Demonstration of Capacity to Implement Selected Intervention model* section of the application. Lincoln will become our model school for the full implementation of the LEA plan districtwide. WCCUSD's DAIT provider, Contra Costa County Office of Education, has signed Form 2 in support of this application.

vii. Modification of LEA Practices or Policies

Response: With the approval of the Lincoln SIG grant, the school will be placed under the direct supervision of the Assistant Superintendent for Educational Services for focused monitoring of the on-going implementation of the Turn Around model.

In order to enable the Turn Around model to be enacted, the District had to change the way that teachers are selected/hired for the school. All teachers had to reapply for their positions at Lincoln, and fewer than half of the 2009-10 teachers were selected to return for the 2010-11 school year. The District used Board-adopted Teacher Competencies for that selection process. The competencies were based in the California Standards for the Teaching Profession (CSTP), the Danielson *Framework for Teachers*, and the standards by which Teach For America selects and supports its teachers as described in *Teaching as Leadership: the Highly Effective Teacher's Guide to Closing the Achievement Gap*. **These competencies are attached (Attachment A).**

The district is also negotiating a Memorandum of Understanding (MOU) with the United Teachers of Richmond (UTR) around the following key program components of the Turn Around model to be implemented at Lincoln: extended year, extended day, full-day kindergarten, professional development, and the instructional services support model in the learning center. **While these components will be 100% implemented during the 2010-11 school year, the MOU language is specifically focused on compensation for the longer day/year and teacher transfers to other schools.**

viii. Sustainment of the Reforms after the Funding Period Ends

Response: When WCCUSD Title I schools jump out of Program Improvement, the interventions that led to the substantial improvement in student learning remain the same. The five core attributes that lead to substantial improvement in student learning are: alignment of the

curriculum, the selection and development of highly effective teachers, instructional practices that are both effective and culturally relevant, monitoring and use of data, and effective interventions when students are not learning. We are currently working with BELL on a \$30 million I3 grant, as well as Target and Chevron through their adopt-a-school grants in RLA /Math.

The social and community services that are part of the SIG grant will be sustained and enhanced as the Richmond community leaders are able to successfully gain a "Promise Neighborhood" grant. The Lincoln attendance area has been targeted by the City of Richmond to be part of that effort.

These partnerships with the district and school will help Lincoln to sustain its efforts in the 5 core areas through fiscal and human resource support.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response: The goals for Lincoln over the duration of the SIG grant include:

1. Exceeding the annual API target in 2011, 2012 and 2013 by a factor of two. Thus if the API target is 7 points, the actual increase will be at least 14 points;
2. Increasing the number and percentage of students who are reclassified as fully English proficient by at least double the current rate;
3. Achieving gains score improvements that are equal to or greater than the non-Title I schools in the District. Gain scores are determined by comparing the performance levels of individual students tested in two consecutive years.
4. In 2010-2011, proficiency rates will increase in reading/language arts and math by a minimum of 15% over the May 2009 results (for a total of at least 35.8% proficient schoolwide in English Reading/ Language Arts and 39.9% proficient in Math). The expectation is that students at Lincoln will continue to have accelerated growth patterns over time until all students reach or exceed grade level proficiency in English reading language arts and math.

x. Inclusion of Tier III Schools (if applicable)

Response: WCCUSD will not be serving Tier III schools through the SIG process.

xi. Consultation with Relevant Stakeholders

Response: WCCUSD has discussed/presented the Lincoln SIG process as a discussion and action item on the agendas of 3 board meetings and 2 Academic Subcommittee meetings (co-chaired by 2 board members). The goal of these meetings was to inform board members and other stakeholders of what being designated as a persistently lowest achieving school means, gather input for the action plan, approve the competencies for hiring the Turn-Around staff at Lincoln, and to finally approve the SIG application. The board and subcommittee agendas are attached to the end of this application (**Attachment B**).

The Lincoln principal, the Assistant Superintendent of Educational Services, and Lincoln's Executive Director had meetings with the current Lincoln staff, the Lincoln parents and community.

The goal of these meetings was to inform our stakeholders of what being designated as a persistently lowest-achieving school means and to gather input about what actions we should take to accelerate the learning for Lincoln students.

The notes for these meetings are attached to the end of this application (Attachment C). The recommendations from staff, parents, and community were incorporated into the components of the application.

The District will continue to consult with stakeholders at Lincoln including staff, parents, students, community members and community-based organizations that serve students in and around the Lincoln community. We have signatures from many of our stakeholders on Form 2.

SIG Form 4a-LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010-13

Name of LEA: West Contra Costa Unified School District	
County/District (CD) Code: 07-61796	
County: Contra Costa	
LEA Contact: Nia Rashidchi	Telephone Number: 510-231-1130
E-Mail: nrashdichi@wccusd.net	Fax Number: 510-620-2183
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	28,891	28,891	28,891
2000- 2999	Classified Personnel Salaries	28,314	28,314	28,314
3000- 3999	Employee Benefits	40,506	40,506	40,506
4000- 4999	Books and Supplies	9,517	9,517	9,517
5000- 5999	Services and Other Operating Expenditures			
6000- 6999	Capital Outlay			
	Subtotal	107,228	107,228	107,228
7310 & 7350	Transfers of Indirect Costs	4,729	4,729	4,729
7370 & 7380	Transfers of Direct Support Costs			
Total Amount Budgeted		111,957	111,957	111,957

SIG Form 4b--School Projected Budget

School Projected Budget

Fiscal Year 2010-13

Name of School: Lincoln Elementary School	
County/District/School (CDS) Code: 07-61796-6004832	
LEA: West Contra Costa Unified School District	
LEA Contact: Nia Rashidchi	Telephone Number: 510-231-1130
E-Mail: nrashidchi@wccusd.net	Fax Number: 510-620-2183
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010-11	FY 2011-12	FY 2012-13
1000- 1999	Certificated Personnel Salaries	617,224	617,224	617,224
2000- 2999	Classified Personnel Salaries	64,260	64,260	64,260
3000- 3999	Employee Benefits	203,277	203,277	203,277
4000- 4999	Books and Supplies	205,029	205,029	205,029
5000- 5999	Services and Other Operating Expenditures	80,000	80,000	80,000
6000- 6999	Capital Outlay			
	Subtotal	1,169,790	1,169,790	1,169,790
7370 & 7380	Transfers of Direct Support Costs	51,587	51,587	51,587
Total Amount Budgeted		1,221,377	1,221,377	1,221,377

SIG Form 5a-LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
.50 TOSA: LEA level support (J. Doe) R-3, S-11 for coordination of professional development, meeting facilitation, data management Fringe for TOSA	28,891 21,879	1110 3101-3602
Typist Clerk III: R - 51, S-3, 7.5 hours per day x 11 months to assist TOSA with data entry, scheduling, filing Fringe for Typist Clerk III Pers Recap	28,314 17,771 856	2410 3101-3602 3802
Materials and Supplies to support implementation	9,517	4300
Subtotal	107,228	
Indirect Costs – 4.41%	4,729	
Total	111,957	

SIG Form 5b–School Budget Narrative

Lincoln Elementary School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Name of School: **Lincoln Elementary**

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
19 teachers 180 days x 1 hour @ per diem (\$30 used as an average) extended day	102,600	1110
Fixed Costs for 19 teachers x 180 days x 1 hour	13,737	3101-3602
19 teachers 20 days @ per diem (\$175 used as an average) extended year	66,500	1110
Fixed Costs for 19 teachers x 20 days @ per diem	8,904	3101-3602
TOSA - Learning Center (J Does) (R-3, S-11)	58,781	1110
Fixed Costs for TOSA – Learning Center	25,881	3101-3602
TOSA: upper grade prep support (J Doe) (R-3, S-11)	58,781	1110
Fixed Costs for TOSA – upper grade support	25,881	3101-3602
Teacher Adult Ed - Spanish 30 weeks, 3 hr/wk @ \$29.45	2,651	1120
Fixed Costs for Teacher Adult Ed	355	3101-3602
Certificated Additional Hours: additional parent teacher conferences: 20 teachers x 30 hours @ \$29.45/hour	17,670	1120
Fixed Costs for Certificated Hours – parent/teacher	2,366	3101-3602
Certificated Additional Hours: Home visits/family and student support - 19 teachers, 1 nurse, 1 counselor x 30 hrs @ \$29.45/hour	18,554	1120
Fixed Costs for Certificated Hours – home visits	2,484	3101-3602
Certificated Additional Hours: data analysis – 19 teachers x 5 hours @ \$ 29.45/hour	2,798	1120
Fixed Costs for Certificated Hours - data analysis	375	3101-3602
Certificated Additional Hours: PD/collaboration – 19 teachers x 40 weeks x 1 hour/week @ \$29.45/hour	22,382	1120
Fixed Costs for Certificated Hours - PD/collaboration	2,997	3101-3602

Certificated Additional Hours: After school support - 7 teachers x 40 weeks x 6 hours/week @ \$29.45/hour Fixed Costs for Certificated Hours – after-school support	49,476 6,624	1120 3101-3602
Certificated Additional Hours: PD - 22 teachers x 10 weeks x 1 hour/week @ \$29.45/hour (central support) Fixed Costs for Certificated Hours - PD	6,479 867	1120 3101-3602
Certificated Additional Hours: Release time for academic conference and planning - 20 teachers x 4 days @ \$116.15/day Fixed Costs for Certificated Hours – release time	9,292 1,244	1120 3101-3602
100% Counselor J. Doe (Sch 6 R 3 S 11) Fixed Costs for 100% counselor	63,740 26,545	1210 3101-3602
100% Counselor J. Doe (Sch 6 R 3 S 11) Bilingual Fixed Costs for 100% counselor bilingual	63,740 26,545	1210 3101-3602
IS Darlene Almeida extended year - 20 days @ \$450/day Fixed Costs for IS extended year - 20 days	9,000 1,205	1310 3101-3602
Principal per diem 12 days @ \$500/day Fixed Costs for principal – per diem 12 days	6,000 803	1310 3101-3602
100% Nurse J. Doe (Sch 8 R 3 S 11) health services for 450 students Fixed Costs for 100% nurse	58,781 25,881	1910 3101-3602
100% Library Assistant bilingual (R 40 S2 L0) – academic and research support Fixed Costs for library assistant Pers Recap	28,528 24,044 1,122	2110 3101-3602 3802
Custodial Hours overtime extended day – 180 days x 1 extra hour per day @ \$25.74 Fixed Costs for custodial hours – extended year	4,633 525	2210 3101-3602
40% Clerk bilingual (R-44, S-5) 3 hrs per day – assist with data entry, filing, scheduling Fixed Costs for 40% clerk bilingual	9,081 1,903	2410 3101-3602
Secretary hours extended year - 9 days @ \$150/day Fixed Costs for secretary hours – extended year Pers Recap	1,350 280 41	2410 3101-3602 3802
Secretary overtime extended day 200 days x 1 extra hour a day @ \$25.74/hour Fixed Costs for secretary overtime – extended day	5,148 584	2440 3101-3602

Parent Liaison, bilingual extended year 20 days @ \$130/day	2,600	2910
Fixed Costs for bilingual parent liaison – ext. year	540	3101-3602
Pers Recap	79	3802
2 yard supervisors 200 days x 3 hours/day @ \$9.56 per hour	11,472	2920
Fixed Costs for 2 yard supervisors	1,301	3101-3602
Babysitter 30 weeks x 3 hrs/wk @ \$9.41/hour (for Spanish classes)	847	2920
Fixed Costs for babysitter	96	3101-3602
Parent Liaison, bilingual 30 hours x \$20/hour for home visits	600	2920
Fixed Costs for bilingual parent liaison	68	3101-3602
Parent Supplies – 10 months @ \$500/month for academic support, homework help, meeting materials	5,000	4300
Library books – 10 months @ \$2,000 /month for supplies	20,000	4300
Uniform closet – 100 students @ \$100/set - uniforms for students	10,000	4300
Standards-based materials 10 months x 450 students x \$13.45/student	161,969	4300
Software including Imagine Learning	8,060	4360
Consultant Contract – BACR – Bilingual Parent Liaison SB65	80,000	5860
Subtotal	1,169,790	
Indirect Costs 4.41%	51,587	
Total	\$1,221,377	

SIG Form 6–General Assurances and Certifications

General Assurances (Required for all Applicants)

Note: All sub-grantees are required to retain on file a copy of these assurances for your records and for audit purposes. Please download the General Assurances form at <http://www.cde.ca.gov/fg/fo/fm/>. Your agency should **not** submit this form to the CDE.

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

Download the following three forms from <http://www.cde.ca.gov/fg/fo/fm/>, and obtain the necessary signatures and include the original forms with your application submission.

1. Drug-Free Workplace
2. Lobbying
3. Debarment and Suspension

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - Establishing an on-going drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace
 - The grantee's policy of maintaining a drug-free workplace
 - Any available drug counseling, rehabilitation, and employee assistance programs
 - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 - Abide by the terms of the statement
 - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 - Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Lincoln Elementary School

29 - 6th Street

Richmond, CA 94801

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the

identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: West Contra Costa Unified School District

Name of Program: Lincoln Elementary SIG Turn Around Model

Printed Name and Title of Authorized Representative: Nia Rashidchi, Assistant Superintendent, Educational Services

Signature:  Date: 6-28-10

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Wednesday, May 05, 2010

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: West Contra Costa Unified School District

Name of Program: Lincoln Elementary SIG Turn Around Model

Printed Name and Title of Authorized Representative: Nia Rashidchi, Assistant Superintendent, Educational Services

Signature:  Date: 6-28-10

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion—lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: West Contra Costa Unified School District

Name of Program: Lincoln Elementary SIG Turn Around Model

Printed Name and Title of Authorized Representative: Nia Rashidchi, Assistant Superintendent, Educational Services

Signature: Nia Rashidchi Date: 6-28-10

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-323-1544

California Department of Education
1430 N Street
Sacramento, CA 95814

Last Reviewed: Tuesday, February 24, 2009

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

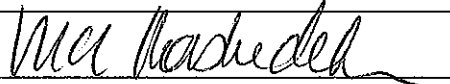
1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name	West Contra Costa Unified School District
Authorized Executive	Nia Rashidchi
Signature of Authorized Executive	

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☒ "Starting over" in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to "start over" in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9—Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Lincoln Elementary	07617966004832	05042	X			X				X		1.3 Million/Year (4 Million/3 Years)

SIG Form 10--Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Lincoln Elementary School Tier: <u>I</u> or II (circle one)						
Intervention Model: <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: <u>1.5</u> LEA <u>6.4</u> School <u>Other</u>						
Required Component Acronym	Services & Activities	Timeline	Projected Costs		Resources	Oversight
			School	LEA		
RP	The principal, Mimi Melodia, has been leading Lincoln for less than 2 years and will continue at Lincoln as the Turnaround leader, see ILT and other acronym areas for operational flexibility.	Current			General Fund Unrestricted	Asst. Sup. Of Ed. Services
SS	WCCUSD built competencies based on the California Standards for the Teaching Profession to hire Lincoln new staff/rehire 2009 -2010 staff members. Negotiations with teacher's union on compensation for extended work year and extended day are ongoing.	April - July 2010			General Fund Unrestricted	Asst. Sup. Of Ed. Services/ Lincoln Principal/HR
RPR	WCCUSD built competencies based on the California Standards for the Teaching Profession to hire Lincoln new staff/rehire 2009 -2010 staff members; we are also partnering with Teach for America (TFA) on teacher placement, setting achievement goals, and providing a comprehensive PD plan.	April 2010-June 2011			General Fund Unrestricted	Asst. Sup. Of Ed. Services/Lincoln Principal/HR/ TFA

PD	PD/Collaboration: There will be professional development in core (Open Court, Everyday Math, Moving into English) curriculum areas, culturally responsive practices, response to intervention, Dibels Next, and data analysis	July 2010– June 2011	\$46,434	\$9,641	Title I, Title II, Title III, LEP, and SCE	Asst. Sup. Of Ed. Services/ Lincoln Principal/HR
GS	The school has been placed under the direct supervision of the Assistant Superintendent of Educational Services for focused monitoring and support of the turnaround implementation process.	July 2010– June 2011		\$80,000	General Fund Unrestricted	Asst. Sup. Of Ed. Services/ Lincoln Principal/HR
IP	Instructional Services Support Model: Teachers on Special Assignment for the learning center, library assistant, bilingual clerk, library books, standards-based materials and software will all be put into action.	July 2010 – June 2011	\$340,300	\$50,000	General Fund Unrestricted, and LEP	Asst. Sup. Of Ed. Services/ Lincoln Principal/HR
SD	Cycle of Inquiry Process – data analysis, academic conferences, grade level action planning, Single Plan for Student Achievement implementation/monitoring processes will be ongoing.	July 2010 – June 2011		\$20,000	Title I, LEP, SCE	Asst. Sup. Of Ed. Services/ Lincoln Principal/HR
ILT	Extended Day: 60 additional instructional minutes per day – certificated tutoring, custodial and secretarial support Extended Year: 20 additional instructional days – Teachers, principal, instructional specialist, custodial, secretarial, and parent liaison costs	August 2, 2010 August 2, 2010	\$183,330 \$97,300		Title I, Title II, and Title III	Asst. Sup. Of Ed. Services/ Lincoln Principal/HR
SCO	Full Day Kinder: Prep Support Whole Child Support: Double parent teacher conferences, home visits, 2, counselors, school nurse, parent liaison, parent supplies, uniform closet, and consultant. Community Oriented: Adult Ed parental classes, baby sitter, and yard supervision.	August 2, 2010 August 2, 2010	\$84,662 \$401,306		Title I, LEP, and SCE	Asst. Sup. Of Ed. Services/ Lincoln Principal
	Indirect Costs	August 2, 2010 August 2010 – June 2011	\$16,722 \$51,587	\$4,729	General Fund Unrestricted	Asst. Sup. Of Ed. Services/Fiscal

Attachment A, B and C

***Lincoln Elementary
Turn Around 2010-2011******Domain 1: Planning and Preparation***

- Has a commitment to equity through high expectations, full student access/engagement and reaching for authentic academic excellence for all students
- Conveys high expectations for all students through instructional outcomes, activities/assignments, and classroom interactions
- Sets high, ambitious goals for students that require intense work from all students and stakeholders
- Builds a comprehensive plan of action with the professional learning community to determine weekly, monthly, and yearlong action needed to meet student goals
- Knows the importance of cultural competence and will consistently work on building his/her competency
- Has strong Spanish bilingual skills (highly preferred)
- Provides differentiating learning activities designed to engage students in high level cognitive activity that results in meaningful learning
- Assesses student readiness and learning frequently and in a variety of ways, including diagnostic, formative and summative data
- Demonstrates subject matter proficiency and range of effective pedagogical approaches

Domain 2: Classroom Environment

- Creates a classroom environment of respect and rapport...teacher-to-student and student-to-student
- Communicates (learning and behavioral) expectations in a clear, compelling, and assertive manner so students are fully informed/aware
- Establishes student friendly rules and expectations that students can readily explain and adhere to both inside and outside of the class
- Has classroom management skills that are well-organized and respectful; transitions are seamless, and there are routines that ensure bell-to-bell instruction
- Promotes consequences that are reasonable, logical, and customized to deter students from misbehavior, and maintain student dignity

Domain 3 - Instruction

- Communicates expectations and lesson purpose, directions, procedures, and standards in clear and student-friendly language; lessons connect with student's knowledge and experiences
- Engages students in activities and assignments through highly coherent lesson structure, diverse instructional groupings, and appropriate pacing rate.
- Provides frequent feedback to students based on pre-loaded lesson/activity criteria and performance standards
- Uses an extensive repertoire of strategies to effectively teach all students, but especially our neediest students; adjusts lesson when teachable moments unfold
- Has a plan for implementing and/or supporting schoolwide Academic Language Development (ALD)/English Language Development blocking

Domain 4: Professional Responsibility

- Self-assesses and reflects on lesson activity, instructional outcomes, and next steps for improved instruction
- Has an effective system for tracking and maintaining student goals, work and progress and includes the student in the process
- Provides frequent information to families about goals, instructional program, student assessment and progress, attendance patterns, and parent partnership
- Engages and welcomes families on a regular basis into the educational system to support students; the partnership is truly valued
- Promotes a culture of professional development, inquiry, cooperation, and support to colleagues
- Collaborates weekly with colleagues using diverse student data
- Seeks opportunities for professional growth, constructive feedback on teaching, and assisting other educator's growth
- Displays high levels of honesty, integrity, and confidentiality in a professional learning community
- Challenges negative attitudes/practices to ensure that all students, especially traditionally underserved, are honored, served, and have success
- Takes on role of teacher leader in all 4 domains of the professional practice called teaching

* **F.2 Budget Development 2010-11 and K-3 Class Size Reduction**

Comment:

The Second Interim Report, for the period ending January 31, 2010, included a multi-year projection with a \$9.4 million deficit in the 2010-11 school year due to cuts in State funding as of the Governor's January budget. The Board has been diligent in planning for a balanced budget including holding a special study session on March 15. Based upon the direction of the Board at the March 15 study session, staff has revised the strategy for tackling the budget deficit by transferring the \$2.0 million previously set aside in reserve within the Deferred Maintenance fund and using it toward keeping class sizes low in the District. The District will be using Parcel Tax funding, one-time Federal Funding and the Tier III State Flexibility for Deferred Maintenance fund for the Class Size Reduction Program in 2010-11. Using this strategy allows the District to continue to offer the class size reduction program currently in place for the 2009-10 school year and brings the budget into balance assuming the January Governor's Budget plan remains intact. This will also permit staff to rescind lay-off notices to teachers related to the K-3 Class Size Reduction program.

While working toward a balanced budget it is important to realize that the May revision of the Governor's budget may bring additional cuts to our District. It is also important to note that many of the financial strategies used to address the State cuts are one-time and/or short term in nature.

Recommendation:

Approve budget plan for K-3 Class Size Reduction and Transfer of Deferred Maintenance Tier III fund balance.

Fiscal Impact:

\$2.0 million transfer from Deferred Maintenance to Special Reserve in 2009-10. Transfer from Special Reserve to Unrestricted General Fund for use in 2010-11 for the purpose of Class Size Reduction program.

G. DISCUSSION ITEMS

* **G.1 Designation of Persistently Lowest Achieving Schools**

Comment:

On March 11, the State Board of Education approved the list of 'persistently lowest achieving schools' in California. The designation comes from the State's application for federal Race to the Top (RTTT) funds. While California was not selected to receive RTTT funding, the requirement remains to label the schools. Three West Contra Costa Schools were designated, Lincoln Elementary, Helms Middle and DeAnza High School. District staff will review the criteria that the California Department of Education used in designating the schools as well as the requirements for the federal "School Improvement Grants" for which the District is eligible to apply and the intervention models required by California statute to implement.

Recommendation:

That the Board review and discuss the schools labeled as 'persistently lowest achieving schools' in West Contra Costa Unified.

Fiscal Impact:

Unknown at this time

Members of the public are invited to speak to the Board about any matter that is not otherwise on the agenda and is related to issues affecting public education in the WCCUSD. **Approximately 30 minutes will be allocated for this item.** If there are more requests to speak than can be heard within this time limit, “WCCUSD Public Comment” will continue after Item G. Individuals wishing to speak must submit a “WCCUSD Public Comment” form prior to the beginning of this item on the agenda.

Depending on the number of persons who wish to speak, from one to three minutes will be allocated to each speaker at the discretion of the President of the Board in order to accommodate as many speakers as possible. The Board cannot dialogue on any issues brought before it by the public that have not been previously agendized, but may refer these to staff for response and/or placement on future agendas.

F. ACTION ITEMS

*** F.1 Competencies for State-identified Persistently Lowest-Achieving Schools**

Comment:

Federal and state laws and guidance associated with the American Recovery and Reinvestment Act of 2009 (AARA), the School Improvement Grant (SIG) program, and the Race to the Top (RTTT) program require California to identify the state’s persistently lowest-achieving schools and require the lowest 5% to implement one of four school intervention models beginning in the 2010-11 school year.

On March 8, 2010, the California Department of Education designated Lincoln Elementary School on its list of the 5% persistently lowest-achieving schools in the state of California.

The Turnaround model will be implemented at Lincoln School for the 2010-11 school year. The Turnaround model requires, amongst many actions, that a Local Educational Agency (LEA) adopt teacher competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students.

The competencies were developed from the California Standards for the Teaching Profession (CSTPs) and the Four Major Domains of the Teaching Profession. They are comprehensive and highly supportive of a school environment conducive to learning and successful achievement for all students.

Recommendation:

Recommend Approval

Fiscal Impact:

None

*** F.2 Resolution No. 85-0910 Measure “J” Series “D” Bond Issuance**

Comment:

The Board is requested to approve the Resolution authorizing the issuance of not to exceed \$30,000,000 of the District’s general obligation bonds. The bonds are being issued on behalf of the District by Contra Costa County.

E. PUBLIC AND COMMITTEE COMMUNICATIONS

(Education Code 35145.5; Government Code 54950 et seq.)

* **E.1 Superintendent's Report**

* **E.2 WCCUSD Public Comment**

Members of the public are invited to speak to the Board about any matter that is not otherwise on the agenda and is related to issues affecting public education in the WCCUSD. **Approximately 30 minutes will be allocated for this item.** If there are more requests to speak than can be heard within this time limit, "WCCUSD Public Comment" will continue after Item G. Individuals wishing to speak must submit a "WCCUSD Public Comment" form prior to the beginning of this item on the agenda.

Depending on the number of persons who wish to speak, from one to three minutes will be allocated to each speaker at the discretion of the President of the Board in order to accommodate as many speakers as possible. The Board cannot dialogue on any issues brought before it by the public that have not been previously agendized, but may refer these to staff for response and/or placement on future agendas.

F. ACTION ITEMS

* **F.1 School Improvement Grant (SIG) Application for Lincoln School**

Comment:

Federal and state laws and guidance associated with the American Recovery and Reinvestment Act of 2009 (AARA), the School Improvement Grant (SIG) program, and the Race to the Top (RTTT) program require California to identify the state's persistently lowest-achieving schools and require the lowest 5% to implement one of four school intervention models beginning in the 2010-11 school year.

On March 8, 2010, the California Department of Education designated Lincoln Elementary School on its list of the 5% persistently lowest-achieving schools in the state of California.

There is SIG funding available for schools that implement one of the designated intervention models. Each school is eligible to apply for \$50,000 - \$2 million. The Turnaround model will be implemented at Lincoln School for the 2010-11 school year. A SIG application will be submitted to the California Department of Education for Lincoln school.

The major elements of the SIG application are: extended day, extended year, full-day kindergarten, Instructional Services Support Learning Center, targeted staff professional development, hiring of a full-time nurse and counselor, enhanced parental involvement/engagement strategies and training, and the development of deeper connections/relationships with community-based organizations and local authorities to build community assets and improve the external environment.

Recommendation:

Recommend Approval

Fiscal Impact:

District will apply for 2 million per year for 3 years (for a total of 6 million)



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Academic Subcommittee Meeting

April 20, 2010 6:30pm–8:00pm

Subcommittee Board Members:

Madeline Kronenberg, Chair

Audrey Miles

Attachment B

Location of Academic Subcommittee Meeting:

Vista Hills, 2625 Barnard Road, San Pablo

Room 9

AGENDA

A. OPENING PROCEDURES

A.1 Call to Order

A.2 Approval of Agenda: Confirm agenda and items for Discussion

A.3 Approval of Minutes: March 30, 2010

A.4 Next Meeting: May 25, 2010

B. PUBLIC COMMENT

10 minutes

Members of the public are invited to speak on any matter related to academics within the District at this time. Members of the public may also speak on individual items of interest in the agenda as those items are discussed.

C. DISCUSSION ITEMS

C.1 WCCUSD Service Learning – Schools will share examples of their service learning projects

60 minutes

C.2 WCCUSD Competencies for the Persistently Lowest Achieving Schools – Review of the WCCUSD competencies that have been developed as part of the state and federal legislation for School Improvement Grant (SIG) and the American Recovery and Reinvestment (AARA) Act

30 minutes

D. ADJOURNMENT



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Academic Subcommittee Meeting

May 25, 2010 6:30pm-8:00pm

Subcommittee Board Members:

Madeline Kronenberg, Chair

Audrey Miles

Attachment B

Location of Academic Subcommittee Meeting:

Vista Hills, 2625 Barnard Road, San Pablo

Room 9

AGENDA - Revised

A. OPENING PROCEDURES

A.1 Call to Order

A.2 Approval of Agenda: Confirm agenda and items for Discussion

A.3 Approval of Minutes: March 30, 2010 and April 20, 2010

A.4 Next Meeting: June 29, 2010

B. PUBLIC COMMENT

10 minutes

Members of the public are invited to speak on any matter related to academics within the District at this time. Members of the public may also speak on individual items of interest in the agenda as those items are discussed.

C. DISCUSSION ITEMS

C.1 Alameda County Collaborative for Learning and
Instruction in Mathematics (ACCLAIM)

30 minutes

C.2 Lincoln School Improvement Grant (SIG) Application -
Review major pieces of the SIG Application

30 minutes

C.3 June Agenda Planning

D. ADJOURNMENT

Lincoln Turnaround Staff Meeting

March 22, 2010

Attachment C

WHAT CAN WE AS STAFF DO?

- Small class size
- Rigorous academic goals
- Curriculum nights w/parents
- Homework classes for parents
- More home-school communication
- Transition block
- Staff development strategies (P.D.) how to assess students using data-success
- Character development blocked-in
- School wide goal for tiered standards
- Student engagements strategies to support learning & behavior
- PD on conceptual skills
- Music and art as a tool
- Communication w/students to support individual needs (student and parent focus groups)
- PD to support different learning styles
- SES Program sign-up after school – program begins
- PD on teacher skills (lesson delivery, tracking, behavior management)-consistency that is institutionalized
- Accountability from us all!
- Time to plan (extended day = extended planning time)
- Use of diagnostic math assessment (RM²)
- How does Benchmark reflect their (student) success on CST?
- SBOT more than once a year to track data
- Pacing guides earlier in the year
- Reference books
- Mr. Johnson at site more days
- Better structured protocols

Lincoln Turnaround Staff Meeting

March 22, 2010

Attachment C

- Student incentives around attendance
- Follow-up on attendance
- Parent hand book tailored to Lincoln School
- Student investment
- Systematic follow-through
- Daily school-wide CST practice
- Afterschool program using teaching staff
- Prior Tiered Standards
- Longer kindergarten days
- Regular use of computer lab that targets standard
- Roving sub to support students
- Planning for EL standards “get the gaps” standardized assessments and PD
- Support from “locals” with guidance
- Visual tracking system throughout grade levels
- Systematic accountability year-long – unit planning

Lincoln Turnaround Parent Meeting

March 30, 2010

Attachment C

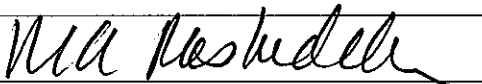
Parents ideas and suggestions from parent/community meeting at Lincoln elementary School
3/30/10

Opiniones y sugerencias de los padres de la junta de padres/comunidad en la escuela Lincoln
3/30/10

- *Cambiar el programa despues de escuela para que sean los propios maestros encargados.*
- Teachers should run afterschool programs
- *Apoyo academico despues de escuela*
- Academic support after school
- *Apoyo para los papas para que traigan a los alumnos atiendo*
- Support for parents so that they can get their students here on time.
- Test students to find out most in need and provide academic support during the additional hour.
- *Asesoriar a los alumnos con mas necesidad academica y darles instruccion especifica durante la hora extra del dia escolar.*
- *Excursiones y premios como motivacion.*
- Fieldtrips and prizes for motivation.
- *Cada grado deberia de tener la misma tarea y mas tareas.*
- Each grade should have the same homework and more homework.
- *Mas apoyo para los maestros durante el dia escolar y de los padres*
- More support for teachers during the day and accept parent support.
- What are we going to do now for our 6th graders? *Que estamos haciendo para nuestros alumnos actuales de sexto grado?*
- *Las ausencias de los maestros y los substitutos.*
- Teacher absences and substitutes.
- Extra curricular activities for the students
- *Actividades extra curricular (arte, etc) para los alumnos.*
- Safety (visitors)
- *Seguridad (visitas)*
- After school pick up
- *Recoger a los alumnos despues de escuela*
- *Mejor sistema/programa para recoger los alumnos despues de escuela*
- Better system/programs for after school pick up
- Behavior support - office referrals-discipline
- *Disciplina escolar - apoyo con el comportamiento*
- Better lunches (more variety)
- *Mejor alimento y opciones para el almuerzo (mas variedad)*
- Better and more Teacher Parent relationships and communication
- *Mejor y mas comunicacion entre padres y maestros*
- Better school suspensions
- *Suspenciones escolares*

Assurance of Fulfillment of Program Requirements with Reduced Grant Award

I hereby certify that the agency identified below will fully and effectively implement all elements of its approved 2009–10 School Improvement Grant (SIG) plan, including all required elements of the selected intervention model at each SIG funded school, as defined by applicable federal statutes and described in our agency's revised SIG application. The reduction in 2009–10 SIG funding from the amount initially requested by our agency will not interfere with our ability to fulfill all required elements of the selected intervention model(s) for our SIG-funded school(s).

Agency Name	West Contra Costa Unified School District
Name of Authorized Executive	Nia Rashidchi
Title of Authorized Executive	Assistant Superintendent Educational Services
Signature of Authorized Executive	
Date	8-31-10